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# HISTORY

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—IN—

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## High and Preparatory Schools.

*I.—HOW HISTORY IS TAUGHT.*

*II.—HOW HISTORY MAY BE TAUGHT*

BY

DR. ALBERT BUSHNELL HART,

OF HARVARD COLLEGE.

REPRINTED FROM THE ACADEMY, SEPT. AND OCT., 1887.

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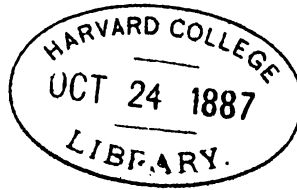
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## *HISTORY IN HIGH AND PREPARATORY SCHOOLS.*

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DR. ALBERT BUSHNELL HART, HARVARD COLLEGE.

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### *I. HOW HISTORY IS TAUGHT.*

It is not many years since the question, how is history taught in the United States? could be answered in only one of two brief ways; it was not taught at all; or it was taught perfunctorily from single text-books. A certain quantum of knowledge of affairs in the ancient world was imbibed by students of the classics; some people, old and young, read history for the love of it; an acquaintance with the past was thought desirable for the statesman; and here and there a choice spirit taught his pupils, in school or college, what history actually meant. But a professor of history in Harvard College still enjoys telling how at his first recitation in history the tutor gave him his cue: "The fleet of the Lacedemonians was now equal to that of the Athenians"—proceed, sir."

The attempt to make history interesting to, and comprehensible by, the ordinary reader may be said to have begun with George Bancroft's work; the study of history has been greatly stimulated since the Civil War, by the eager interest of the nation in its own life; and it has been made possible by the multiplication of text-books and elaborate histories. No good college now graduates any student without some attempt to teach him history; a great number of the secondary schools have taken up the subject; and it begins to appear even in the primary schools. Yet the precise end in view in most schools is still indistinct; the methods are frequently crude and tentative; and the equipment is poor. The object of this paper is therefore to examine and compare the systems of a number of schools, so as to discover what is actually going on. Proceeding from the information thus acquired, a second paper will suggest some directions in which the instruction in history may tend, and some methods which may be helpful.

Only the secondary schools will be considered: Prof. H. B. Adams, of Johns Hopkins University, has already examined the work of the colleges, and his results will shortly be published by the Commissioner of Education. The primary schools are too numerous and the work too little systematized as yet. The point of view

of the writer is that of one who knows the schools only by their effects ; who knows that the graduates of the fitting schools are often badly prepared or unprepared in history ; and who would like to receive them with some clear elementary knowledge, with practice in finding things out for themselves, and with good habits of reading. Very important elements in the problem must therefore be neglected for want of a personal acquaintance with the schools, their needs, and their limitations.

The immediate sources of information are the answers received from about ninety principals or teachers of high and preparatory schools, and from a hundred and seventy-five statements made by students of history in Harvard College.\* The schools are repre-

\* The circulars asking information were as follows :

TO THE PRINCIPALS OF HIGH AND PREPARATORY SCHOOLS.

1. Instruction in history, hours per week ; weeks per year ; number of years:
2. Devoted to Ancient history ; to modern European ; to American.
3. Form of class exercises :
4. Text-books :
5. Written exercises and special work :
6. Attention paid to historical geography and map-drawing :
7. Reference books accessible to scholars :
8. Use made of reference books :
9. Please add comments and suggestions.

TO STUDENTS OF HARVARD COLLEGE.

1. Name.
2. Class.
3. Where were you prepared for college ?
4. How many years did you study history ?
5. How many weeks in each year ?
6. How much ancient history ?
7. How much modern history ?
8. How much American history ?
9. Were the classes conducted by recitations ?
10. Did you have topics to study up for yourselves ?
11. Did you have outside reading as a part of school-work ?
12. Did you have historical geography ?
13. Did you draw maps ?
14. What books of reference were there in the school ?
15. Did scholars use them freely ?
16. What were the text-books ?
17. What historical works had you read, outside of text-books, when you entered college ?
18. What historical courses have you taken in college ?
19. Did your previous study of history help you to understand better your college courses ?

sentative because they are scattered over the United States ; and because they are of every degree of importance ; but it is presumable that a large number of those who failed to answer had little to tell, and that the amount and quality of instruction in history described in these reports is much above the average.

In the same way the circular to students was laid only before those who had sufficient interest in the subject to take a course in history in college.

Three-fourths of the schools reporting, confine their instruction in history to a period ranging from one to two years ; a very few carry it on during four, five or even six years. The variation in the number of hours of weekly exercises has no special significance ; the common practice is, three, four or five hours or " periods." The combination of years and hours gives, however, widely varying results. The least total is forty exercises ; the greatest total, eight hundred ; as nearly as an average can be determined, it is about two hundred and forty hours, or three hours a week for two years.

Through the circular the attempt was made to discover the proportion of time spent upon ancient, modern and American history. The results show a great variety of practice. Ancient history is taught in some form in nearly every school, usually as a part of the preparation for college ; on the average it takes up one-third of the time devoted to history. A little more attention, on the whole, is given to modern European history. American history is omitted entirely in half the schools, and where taught, occupies less than half the time. It will be seen that the total time devoted to history varies from one third to one twentieth of the whole time spent in school : the average in the schools reporting would seem to be about one tenth.

More important than questions of time and division is the arrangement of work and the order of courses. Here are two schedules : the first is that of the Washington High School.

" First Year : 1. Lectures on current questions—one hour per week throughout the entire school year.

2. Historical Biography. } Two hours per week  
3. Greek History. } throughout the entire  
4. Roman History. } year.

" Second Year : History of England—four hours per week throughout one-half of the school year.

" Third Year : General European History—four hours per week throughout the entire school year."

In the Worcester High School the following excellent course is prescribed :

" In his first year, the pupil is *obliged* to have Ancient History five hours per week for the school year of forty weeks,



"In his second year, he *may* have Mediaeval History and that of the United States for the same time, viz : five hours a week for forty weeks, Mediaeval for first half ; U. S. second half of year. In his third year his option is English History just as above.

"In his fourth, if in the college course, he *must* take Greek and Roman History as before."

At least three different aims are in the minds of teachers of history ; to teach the pupil to know something ; to teach the pupil to think ; and to enable the pupil to pass the entrance examination of some college. Public sentiment and many Boards of Education demand facts ; and parents demand "a good fit." It is therefore very encouraging to find so clear a perception of the essential in history as is shown by the following extract from the answer of the principal of the High School in Milwaukee :

"In general history the attempt is made to give the pupil some notion of the 'flow' of history, its 'unity' as well as diversity, to bring out correspondences in different countries and times, and to knit the whole firmly together by constant cross-references and review questions. Special attention is directed to the experiences of older nations on questions of present importance in this country. In examining conflicting views, the pupil is encouraged in the attempt to place himself for the time being in the position of the author discussed. In these classes the things mostly aimed at are local color, perspective, breadth of view."

An examination of the returns shows that few schools have the facilities, the teachers, or the spirit for very much more than is required by the demands of the colleges. "The present temptation" says one principal, "is to 'read up' on history, simply because it admits of being done. No amount of that carries a boy through Quadratics or Homer," and he complains bitterly of "the coat of many colors that the New England colleges force us to draw on."

Whatever the aim of a school, it is of little importance unless it is aided by adequate methods ; and there are discernible three distinct types of instruction : the lecture system ; the text-book system ; and the topical system. The first may be quietly passed over ; for not more than one ninth of the schools have regular required lectures. In others there are "supplementary talks" ; or to take a student's definition ; "the teacher told stories." The text-book method is by far the most frequent. In fully half the cases no other instruction is attempted ; only five out of a hundred and seventy-five students report that it was never used where they were prepared for college. In some schools, however, where the topical method is not employed, there are adjuncts to the recitation, designed to make the exercises more interesting. There are "oral reviews," reports of

the news of the day, discussions, or the reading of selections in class.

Since text-books are the basis of the work, let us look into the books. They are almost as numerous as teachers. In the ninety schools reporting, seventy-six different works are used. There are thirteen text-books on general history, eighteen on ancient history, nine on the mediaeval and modern periods, eighteen on England, and thirteen on the United States. Only fourteen of the books in the list are used by more than four schools each.

Perhaps a fourth of the reporting schools have put into operation some form of topical recitation; it has taken root but slowly, since a hundred and forty-six students out of a hundred and sixty-seven had never experienced it. The general method is well shown in the following description of the work in the Binghamton High School.

"In the General History classes the following plan has been tried with satisfactory results.

"On Wednesday the lesson in the text-book for the entire week is given. Subjects are selected, covering the week's work, and one assigned to each pupil. During the week any questions asked by pupils are noted, and to these the teacher adds any that may occur to him. In this way quite a list of 'curious queries' will be made each week. Monday, the topics, which were assigned the previous Wednesday, are discussed by the pupils, each person being usually allowed all the time he or she chooses to take. Sometimes, however, a 'one minute' or 'two minutes' address is required.

"Tuesday, teacher and pupils bring selections bearing upon topics of the week, all extra reading being introduced on that day.

"Wednesday the time is devoted entirely to the text-book—pupils are expected to be thoroughly prepared on that portion assigned the previous Wednesday.

"Thursday the questions collected during the week are answered as far as pupils have been able to look up answers. All are anxious to have as many as possible and no compulsion is necessary. If no pupil has found answers to one or more than one of the questions, the teacher makes some suggestion as to sources of information, and questions are left for the next Thursday. Current events are also discussed on this day.

"Friday is the pupil's day, and each one prepares a list of ten questions that he considers a fair test for members of the class. (Pupils may select questions from any portion of history that has been studied by the class.) As the teacher designates two pupils, they rise and one asks his questions of the other, stating at the close what per cent have been correctly answered. Two other pupils are then named and the same course pursued."

No school in the country has so systematic a course in history and so thorough an organization as the Washington High School. With its eight hundred students, large resources, elaborate apparatus and corps of four teachers of history, it far surpasses many colleges. Indeed the grade of the school and the age of the pupils is higher

than in most cities and the methods are inapplicable to many less fortunate schools. Mr. E. R. L. Gould, in charge of the department of history writes as follows :

"One hour per week throughout the whole of the first year, the entire first year class is assembled in the large exhibition hall for what may be called a general exercise. First of all the student has explained to him simply and clearly what history is, what it means, what its special uses are. More especially he is told how and why it should be studied. He is told that he must do more than absorb history from a text-book ; that he must make his mind a laboratory of analysis as well as a storehouse of facts. He is told that this so-called laboratory work will be mostly done for him in the beginning, but that his responsibility will advance with experience, until he is ultimately called upon to present special topics in their full import to his class-mates.

"Then follows, after these preliminary lectures, the consideration of current questions of immediate or recent political prominence. This year I have lectured upon the Bulgarian and Egyptian questions, Irish Home Rule, Fishery Dispute, Inter-State Commerce Act, amongst others. Students are invited to read what they can find in newspapers and magazines, are questioned upon this information and after contemporary facts have been elicited, I explain the historical phases of these questions and analyze the existing situation.

"The object here is, first, to get pupils to read for their own information, and secondly, to show them that the events of to-day are as much matters of history as those which took place a thousand years ago.

"The suggestions given in the general talks upon the proper methods of studying history might avail little if an opportunity were not soon given to fortify precept by practice. The course on Historical Biography is designed to do this. It is conducted as follows. The size of recitation sections of the first year class varies from 30 to 36. Accordingly thirty-six prominent characters are selected, beginning with Pericles and Alexander the Great and ending with Bismarck and Gladstone, and each student is assigned an essay, not exceeding eight pages of foolscap paper, upon some one of this number. The requisite number of cards are prepared, upon which are written the names of the characters and a selection of references appropriate to the subject. The cards are drawn for in each section, and no two in a section have the same subject. Six weeks are given in which to write the essays, and during this time the sub-assistant, whose special duty it is to direct the reference reading of the first year classes, gives all legitimate help. On a day appointed the essays are handed in, are read and marked by the teachers and returned to their owners. The recitations in Greek History, which have been occupying two hours per week all this time, are temporarily suspended, to hear the essays read. They are called up in the proper chronological order, and while the reading is going on, the remaining members of the class listen. After each essay is presented, the teacher who is conducting the exercise comments on it, with a view of pointing out especially the significance of the

great events with which the subject of the sketch was identified and their relation to others where any exist. It is an object to make the exercise as full of pleasure as possible; and therefore, instead of having the whole class take notes at the time, each student is required to write an abstract of his own essay, and this after it has been supervised and found satisfactory is placed on file in the room where the section sits, ready for consultation at any proper time.

"This course answers many purposes. The student now for the first time attempts anything like independent work. Perplexed with what seems to him a vast amount of material recommended for this consultation, and knowing that he cannot read it all, he seeks and obtains directions for reading to the greatest advantage. His attention divided among so many events, in every one of which the subject of his sketch was concerned, he learns to discriminate between important and unimportant facts. His individual effort makes him thoroughly familiar with one particular field, and in listening to the results of others, he gets an initial and superficial view of general history which, in most cases, creates a desire for more comprehensive and detailed information. The interest attaching to a personal figure as the centre of a cluster of events, the restriction of individual energy to a limited compass, and above all, the rivalry of each to have the best essay, combine to make the results obtained by a study of historical biography in this manner eminently satisfactory.

"The work in Greek and Roman history is carried on with the aid of text-books, lectures and topical studies. Considerable stress is laid upon map-drawing, and at the beginning of each exercise, about fifteen minutes are devoted to this, until the students can draw fair maps from memory, locating all places historically important. Occasional formal lectures are given upon subjects such as art, philosophy, religion and literature in Greece; and domestic life, politics and administration in Rome: but the most usual forms of supplementing the text-books, are informal talks by the teachers and topical discussions by students. Note-books are required and frequent written reviews are held, of which usually no previous notice is given.

"In the second year English History is studied for half the year, and in the third, General European history throughout the full academic session. The use of the text-books does not extend beyond that of a convenient repository of facts. Collateral reading is required. The more striking facts of English history are made the themes of class essays and discussions by the most efficient students, and of frequent lectures by the instructor.

"The third-year work is topical, and is conducted on the co-operative plan, every member of the class assisting the instructor with well prepared lectures upon particular themes. The great epoch-making events above are studied and are made the themes of these class lectures.

"In both second and third years, note-books are required, and written and oral examinations are frequently held as a means of drill."

The advantage of the topical method is a two-fold one : it trains the student to investigate and to think ; and it encourages good habits of reading. The efficiency of the system depends upon the abundance and accessibility of books. Not many schools can equal the Syracuse High School library of eighteen thousand volumes, and few happy principals "can think of no necessary book wanting ;" but about one-third of them appear to have creditable collections of books within their own walls ; more than another third possess a few standard encyclopædias and histories. Eight schools depend wholly on public libraries, and others make those libraries add to their own scantier resources. At Washington and a few other places there is a small circulating library, made up by purchase or by contribution.

On the question how faithfully the books of reference are employed, there is a difference of opinion between teachers and students. Fifty schools out of ninety report a good use ; only twenty-seven students out of a hundred and sixty-nine had noticed that in their schools the books were well used ; twice as many had noticed the contrary ; one had used them "only for amusement" and eighty-three had had either no books or no impressions. It appears proven that the reference libraries of the schools are in a great many cases too small or too uninteresting, or that pupils are not properly trained in their use.

Home reading in many cases doubtless supplies the lack. The taste for historical reading is easily implanted in the minds of thoughtful young people ; about half the students who made out a statement had read at least one standard history. The favorites are Prescott, Macaulay, Irving, Green, Bancroft, and the writer regrets to record Abbott. About a sixth have read juvenile histories, historical novels, and various other books ; nearly a third appear to have read, or at least to have remembered, absolutely nothing outside of their text-books. The proportion of readers is the more remarkable, because only about a sixth of the whole, report that outside reading was required in their school. The principal of Cook Academy, Havana, N. Y., makes an excellent suggestion about reading.

"I encourage the class to read good historical novels and stories, e. g. Ivanhoe, Quentin Durward, Kenilworth, &c. In American History I have secured a good number of these, such as Kennedy's "Rob of the Bowl," and "Swallow Barn," Paulding's "Dutchman's Fireside," Myer's "Young Patroon," Thompson's "Green Mountain Boys," Kennedy's "Horse Shoe Robinson," Paulding's "Old Continental." I also make use of Drake's "Making of New England," Higginson's "Book of Explorers," McMaster's "History of the United States," and Coffin's "Old Times in the Colonies," "Building of a Nation," &c. My aim in recommending these

rather than the heavier works like Bancroft, Hildreth, etc., is to rouse an interest and develop a taste for historical reading and study. When this can be done, Bancroft and Hildreth will take care of themselves."

In addition to oral recitations and the preparation of topics, about one third of the teachers require written exercises. In class, the usual form is the preparation of written reviews, either on the lesson or on a subject studied outside. A very few expect notes to be taken. Out of class, pupils prepare abstracts of paragraphs or of specified chapters; they write theses; they prepare genealogical tables; they make out outlines, summaries and analyses. Two schools report debates as part of their exercises; and one, a prize examination on the knowledge of American history gained by outside study.

Geography, the twin sister of history, has as yet but a cold reception in the historical family. Only about half the schools make it what it should be—an essential and integral part of the study of every period. Nearly half the students have had some geography; it is very doubtful whether they have really studied anything beyond the classical atlas. A few enthusiastic teachers adopt helpful devices such as this, in use in the Buffalo High School.

"Attention is called to geography by questions as to location of places mentioned in the lesson. Failure is met by drawing a map of the state containing the point in question, locating the special place, and several others. Pupils are required to draw state groups—for instance, the Massachusetts Group. This means, to draw Massachusetts, with all the adjoining states in one group, so as to learn its relative position, and to draw Massachusetts, the central state, in detail—the capital, chief places of note—mountains, rivers, in short, anything the teacher sees fit to call for. Drawing on the blackboard is required in some cases."

Others begin the study of each country with a description of its geography.

A fair proportion of schools have an apparatus of wall maps and atlases; the more energetic teachers oblige pupils to locate places and to trace movements. Perhaps one fourth of the schools require map-drawing of some sort, although the greater part of it is probably topographical rather than historical. A few use blank outlines, to be filled in by the pupil; or ask him to draw maps from memory upon the board. To judge from personal experience with many undergraduate students, the two things which the candidate for entrance to college does not know are: how to add; and how to remember or represent geographical facts. Historical geography is still almost undeveloped in the fitting schools.

Here the doctrinaire may justly criticise the practical teacher, even without knowing all his difficulties. Whether the pupil is being prepared for college or for business or for home life, his education is of little value if it leaves no definite impression upon his mind. The colleges do not expect that those who come to them shall have a wide historical training, or shall remember a great many facts ; they have a right to expect that certain general historical principles may be taken for granted. One of the questions asked of the students was : " Did your previous study of history help you to understand better your college courses ? " The answers may be tabulated as follows :

" Yes, decidedly,"	-	-	-	-	-	-	7
" Very much,"	-	-	-	-	-	-	10
" Much,"	-	-	-	-	-	-	2
" Yes,"	-	-	-	-	-	-	42
" Partially,"	-	-	-	-	-	-	12
" In general training,"	-	-	-	-	-	-	4
" In general knowledge from reading,"	-	-	-	-	-	-	7
" Somewhat,"	-	-	-	-	-	-	14
" Hope so " or " think so,"	-	-	-	-	-	-	4
" Not much,"	-	-	-	-	-	-	7
" Very little,"	-	-	-	-	-	-	11
" No,"	-	-	-	-	-	-	37
" Not a bit,"	-	-	-	-	-	-	13
							<hr/>
Total,	-	-	-	-	-	-	170

Let us sum up the evidence from the statements of teachers and graduates of the fitting schools. In many schools little or no history is taught ; where taught, the best methods are not always employed ; where good methods prevail there is often a lack of books and apparatus ; where there are the best facilities, pupils sometimes neglect them.

## *HISTORY IN HIGH AND PREPARATORY SCHOOLS.*

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DR. ALBERT BUSHNELL HART, HARVARD COLLEGE.

### *II. HOW HISTORY MAY BE TAUGHT.*

If the previous paper in the September ACADEMY be trustworthy, historical instruction in the secondary school is not in a satisfactory state ; pupils who are sent to college come indifferently prepared, and pupils whose education ends with the high school are not well grounded in the elements of history. The defects are in part beyond the power of teachers, principals, or even school boards. Suitable text-books are lacking ; trained teachers are not to be had, or are overworked ; there are no funds for additional instruction, or for libraries and apparatus. Other defects are simply those of arrangement, and the efficiency of the work may be increased by a little thought on the part of the principals. A more serious trouble is, in many cases, a wrong aim on the part of the teacher ; he does less than he might do with the material and means in his hands. The attempt will be made to point out some methods which require no considerable increase of expense, and which may be applied by any competent teacher in any good school.

In general, the schools give less time to history than its importance justifies. If the work be undertaken at all, pupils ought to be sent out with a permanent impression of the history of at least one country, and with some facility in finding things out for themselves. The requirements of the colleges are certainly no criterion of what ought to be taught. Two hours a week, throughout a four years' course, is perhaps as much as can be expected, and is sufficient for a thorough and practical grounding in history.

How to divide the allotted time among the various periods and countries, is a perplexing question. Ancient and mediæval history has a peculiar value, in that it presents to the mind the workings of human nature under circumstances unlike our own ; there is a further practical advantage in the greater abundance of good text-books. On the other hand, there is a stimulus in the close connection of modern history with present events. If a great deal of time is devoted to the subject, ancient, mediæval, modern European, English, and American history, may each be taken up separately. Where the time is limited,



it is a clear waste to devote it to small "universal" histories, unless accompanied by enlarging comment. It is far better to study in a larger way the history of one or two countries: the United States and England are first in importance: then come Greece, Germany, France, Rome.

There are two systems of arrangement of historical courses: the first is that of chronological succession, beginning with the most remote and ending with the most recent; the second is the German method of working from within outward: the child begins with his own town or city, then studies his district, then his State, then Germany, and perhaps finally arrives at the nebulæ and the United States. The difficulty with the latter method is the danger that the pupil will leave off before he has learned how much greater is the world than his horizon; and in this country there are few good elementary books on local history. To begin with ancient history, again, means that a certain number of pupils never will reach the history of their own country. Perhaps the best principle is to begin with that period which is most likely to be interesting and important; in most cases the history of England or the United States is the best introduction. Where literature or art is systematically studied, a double interest may be created by making those studies run parallel with the history.

Let us now pass to the every-day work of the class-room. In all historical teaching the first principle to fix in the mind of pupil and teacher is the importance of accurately established facts: and the second principle is the worthlessness of detached facts. From the beginning, it should be understood that a knowledge of facts is not a knowledge of history; that the text-book simply selects and groups a very small number of facts, and that the essential thing is to know how facts are related and what they mean when viewed together. There are, therefore, four co-related aims which the teacher must keep constantly in mind. He must teach facts; and for that purpose the text-book and recitation system is best adapted. He must show the relations between facts; and lectures and talks will bring out those relations. He must accustom the pupil to assemble facts for himself and to test them; the topical method affords the necessary training. He must lead the pupil to think and judge a little for himself; the preparation of topics and outside reading will induce some degree of independent thought.

The recitation system requires for its success a good text-book.\*

\* The following text-books are used in the schools which replied to the writer's circular. They are here arranged under each head by classes in the order of the number of schools using them: in the classes, the arrangement is alphabetical.

General. *Swinton.*—*Anderson.*—*Sheldon, Thalheimer.*—*Barnes, Fisher, Freeman.*—*Edwards, Green, Guizot, Quackenbos, Robertson, Taylor.*

The old fashioned "school history," with its mass of unimportant detail, overloaded with military history, has rather given place to new books of two types. On the one hand we have the various "Young Folks' Histories," in which the "story" is developed. On the other hand is the class of excellent school histories which include the social and economic side as well as the political. The topical method has its special helps in the "Topics and references" and "Outlines" just now coming forward. For pupils who are likely to go farther, the "story" books are best: for those who have but the one opportunity a more compendious book is desirable. In every case good and accurate maps are much more serviceable than illustrations, and the pictures should represent real things and persons. The value of a book is much increased if it contains good review questions, especially if they group into new combinations the facts that have been learned.

What is learned from the text-book ought in most cases to be confirmed in recitations, less as a test of faithfulness than as a supplement. The actual memorizing should be confined as narrowly as possible. A few things must be learned by heart and when forgotten learned again, to serve as a frame-work about which to group one's knowledge: without knowing the succession of dynasties, or of sovereigns, or of presidents, or the dates of the great constitutional events, the pupil's stock of information will have no more form than a jelly-fish. But these few necessary facts ought to be clearly defined as the sole memorizing expected. The story must be told in the pupil's own words. His interest may be stimulated in a variety of ways. Actual discussion or quiz is hardly to be expected from those who have only the foundation of the text-book, but the utmost freedom of questions should be encouraged. Photographs and pictures may be brought in. The report on the news of the day, common in some city schools, may often be made to hinge upon the lesson in hand. The reading of illustrative extracts, of other accounts of the same affair, or of a suc-

Ancient. *Historical Primers*.—Barnes, Swinton.—Hawthorne.

Greece. Smith.—Fyffe, Pennell.—Barthes.

Rome. Leighton.—Creighton.—Smith.—Pennell.—Merivale.—Anderson, Comstock, Gibbon, Schmitz.

Mediaeval and Modern. Mackenzie.—Anderson, Myers.—Barnes, Lord, Simes, Stillé, Taylor, Yonge.

England. Anderson.—Lancaster.—Stowe.—Green.—Gardiner.—Berard, Guest, Thalheimer.—Collier, Gurnow, Dickens, Freeman, Green, Hallam, Lamonte, Mavis, Phillips.

United States. Barnes.—Higginson.—Johnston.—Scudder.—Anderson, Quackenbos, Swinton.—Andrews, Holmes, Johnston's *American Politics*, Mackenzie, Macy.

ceeding lesson, will add interest. In a word, the recitation ought to give the pupil something that does not appear in the book.

Nor should the teacher be content with direction. It is his special duty to bring out the cause and effect of events: and it must be done by his words and not by the pupil's. The preparation is a severe task for a hard-worked teacher; but if he does no more than to read one or two extended accounts of the ground of the day's lesson, he will have a fund of comment and illustration. Perhaps the ideal of teaching would be to make the text-book only the connection and ground-work for a series of simple lectures. It is possible only with conscientious students: and the necessary control of the note-books adds a great deal of labor. In advanced classes, bright pupils may sometimes be trusted to prepare a talk for their fellows. A very happy effect may often be produced by introducing some outsider, into the class room, or at another hour, who shall give a prepared lecture on some subject illustrating the field of study. In any town large enough to sustain a good high school may always be found intelligent people able and glad to say something effective. This system has been admirably marked out in the Old South courses of lectures for young people, given in Boston every summer to audiences of hundreds of children and older people.\* The important thing to remember in talking or lecturing is that the lecturer ought not to add bewildering facts, but to set in order and explain the principles governing those already acquired.

One of the most learned historians in New England is accustomed to say that he no longer tries to remember any particular thing, but only where to find it. American schools and even American colleges have been slow to recognize that the ability to find out what one wants is as essential a part of historical training as the ability to remember facts and to understand the relations between them. The topical method is an attempt to give instruction in research; and at the same time it is often a superior method of presenting facts. Its advantages are that it teaches the pupil to examine and use books; it throws upon him an educating responsibility of choice; it leads him to select the important from the unimportant; it obliges him to compare and collate authorities; it gives him the pleasing sense of discovery. Nor does it require large libraries, or a great expenditure of the teacher's time.

In one form, the topical system supersedes text-book recitation:

\*Mr. Edwin D. Mead, 73 Pinckney St., Boston, who organized these courses, has prepared an account of the work done in the last five years, which would be of value to any teacher, and which he would doubtless send gratuitously on application.

the whole field is divided into successive topics which are prepared by all pupils; and the recitation is held on the subject and not in any book. But the topics may also be used as adjuncts or occasional exercises. In fact the great advantage of the system is that it can be applied by each teacher to the circumstances of his own school. In selecting topics care should be taken to make them cover only one simple subject: questions should be avoided about which little definite information is to be had; to a child's mind a negative result is a failure. Biography lends itself easily to this method; any number of subjects of about equal difficulty may be found, and it is easier to secure a lucid, well arranged report. Where the topics are numerous, the teacher owes it to his pupils to give them a good outfit of specific directions and specific references: for an occasional theme it is an excellent plan to turn a pupil loose into a library; but where he is expected to learn something valuable about his topic in a short time, he must not be discouraged by the mass of books; he must have his clue.

The writer recommends the following system where the topics are occasional only. Let the topics be given out in groups; a set of geographical subjects; a set of biographical subjects; a set of narratives; a set of military subjects; and so on: set each pupil his own individual topic out of each group. When the group is given out, a circular of directions should be issued meeting the questions most likely to be asked and the difficulties most likely to arise, and prescribing a form in which the answers are to be returned.\* Pupils should then be put on their own resources: as their topics are all dif-

\*The following, taken from circulars prepared for one of the writer's college courses, will illustrate the system:

U. S. HISTORY (13).—SPECIAL REPORTS.—No. 5.—1886-87.

#### SLAVERY TOPICS.

(Due April 28, 1887.)

*Object.* The object of the fifth report is to familiarize the students with the literature on slavery, and to give them a detailed knowledge of some incident in the slavery contest.

*Scope.* To each student is assigned some phase or event in the history of slavery, upon which he is to write a condensed narrative, to consist chiefly of statements of fact and quotations.

*Authorities.* Students will be held responsible for all the information upon their topic to be had from—

1. The reserved books; the principal works upon slavery will be found among them.
2. Any special books bearing upon their special topic, to which access can be

ferent, they cannot use each other's work; as they are all of the same kind, a few books will suffice for their sources, and the teacher can more easily control the work. Some provision should be made for giving a little help to those who have, after honest effort, failed to find authorities. The return of the work in the precise outward form required should be insisted upon, because it is of such vast importance to be able to put information into a shape useful to another person: and the labor of handling the papers is thus greatly reduced. There is plenty of room for originality in the choice of books and the selection and arrangement of facts. Great care must be taken to prevent the pupil from simply reproducing what he finds in one or several books. From the very outset, the pupil should be taught always to append a brief bibliographical note, setting forth the sources of his information and giving exact references to volume and page. Bright pupils may criticise each others work; and the selection of the best papers to be read in class, will be a reward. In cases where the whole work is topical, there may be one general set of directions. With classes of any considerable size, the specific references should include several common books on each topic, so as to make sure that the pupil has the opportunity of using at least one. Both teacher and

had through the card catalogue of the Library, or through any of the bibliographical helps enumerated in the *Outline*, § 14.

In general, students are expected to find and to use everything upon their topic in the Library.

*Verification.* Students must give exact references to every passage from which they have drawn information; they are requested to verify the references upon the final draft of their report, before handing it in.

*Opinions.* In several cases the report calls for a statement of the opinions of classes of individuals upon the subject under investigation; in such cases please give significant quotations.

*Conference.* The assistant will be in the Library on Monday and Wednesday from 10 to 1 and 2 to 3, and in Massachusetts 2 on Friday from 10 to 1 and from 2 to 3, to advise as to methods, and to suggest books to those who have been able to find nothing on their subject. The instructor will gladly give any assistance, from 7 to 8 P. M.

*Form.* Make all reports on the special ruled paper recommended for taking notes; entering dates at the right, subject matter only in the middle column, and references in the wide column at the left. Write only on one side of the paper. Let the sheets be attached together. Do not fold the paper. Let your report be logically arranged, point by point, with the heads of it indicated by catch words or under lining. Do not exceed the limit indicated on the topic given out.

*Time.* The report should take from four to six hours; please note upon the blank the time actually spent, as a guide to the instructor in making similar assignments in the future.

pupil will find useful some of the printed topical outlines mentioned below.\*

The topical system, and good teaching of any sort, is dependent on books of reference. Every school ought to have a library, convenient, and accessible every day and all day. It need not be large; in most places, if the school funds are insufficient, contributions of books or money may make up a small collection. Pupils should be encouraged to buy books, and it is worth while to put into their hands a brief list of the books most desirable for them to own. The library should include at least the following works:†

\*The following works, containing lists of topics, in most cases with references appended, have come to the notice of the writer. He would be glad to have his attention called to others.

*Charles K. Adams*: in his *Manual of Historical Literature*. N. Y., Harper & Brothers, 1882.

*Charles K. Adams*: *Questions and Notes on the Constitutional History of England*. Ann Arbor, Sheehan & Co., 1879.

*John G. Allen*: *Topical Studies in American History*. Rochester, Scrantom, Wetmore & Co., 1885.

*William F. Allen*: *History Topics for the use of High Schools and Colleges*. Boston, D. C. Heath & Co., 1886.

*Henry L. Boltwood*: *Topical Outline of General History*. Chicago, Geo. Sherwood & Co.

[*Charles F. Dunbar*]: *Political Economy, VIII. [History of Financial Legislation in the United States.]* [Cambridge, printed by William H. Wheeler, 1886.]

[*Charles F. Dunbar*]: *Topics and References in Political Economy, IV. [Economic History of Europe and America since the Seven Year's War.]* Cambridge, William H. Wheeler, 1885.

*Charles S. Farrar*: *History of Sculpture, Painting and Architecture*. Chicago, Townsend MacCoun, 1881.

*William E. Foster*: *References to the History of Presidential Administrations*. N. Y., Society for Political Education, 1885.

*John I. Short*: *Historical Reference Lists*. Columbus, A. H. Smythe, 1882.

*Martin L. Smith*: *Brief Compend of the History of the U. S.* Boston and New York, Leach, Shewell and Sanborn, 1886.

[*Frank W. Taussig*]: *Topics and References in Political Economy, VI. [History of Tariff Legislation in the United States.]* Cambridge, William H. Wheeler, 1886.

*George A. Williams*: *Topics and References in American History*. Syracuse, C. W. Bardeen, 1886.

The list price of these books ranges from twenty-five cents to one dollar; any of them might be had in quantities for school use at a considerable reduction.

Prof. Franklin B. Dexter, of Yale University, and Prof. John B. McMaster, of the University of Pennsylvania, have manuscript outlines of American History, for use in their own classes. The pamphlets of Prof. Dunbar, Prof. Taussig, and Dr. Hart are designed for use in connection with particular courses in Harvard College.

† The following books will be found of great assistance in selecting a reference library, or filling up gaps in one already formed.

*Lyman Abbott*: *Hints for Home Reading*. N. Y., G. P. Putnam's Sons, 1880.

A good atlas of modern geography, *Andr  e's* or *Stieler's* are the best, and furnish most for the money;

An historical atlas;

A standard encyclop  dia, biographical dictionary and gazetteer; *Lalor's Cyclop  dia of Political Science*;

*Ploetz' Epitome of Universal History* (for chronology);

One or two classified library catalogues (for bibliography): the most useful are the *Brooklyn*, *Milwaukee*, *Peabody*, *Boston Athen  um*;

Collections of historical texts like *Poore's Charters and Constitutions*, and *Preston's Documents illustrative of American History*;

The standard histories of each period and country studied;

Sets of briefer compendious histories like the *Epoch Series* and the *Story of the Nations* series;

Some of the handier biographies;

A few selected historical novels.

Good illustrated books are likely to awaken interest. If books are wanting, they may sometimes be borrowed for a few days or weeks, and a working collection in some particular topic may thus

*Charles K. Adams: Manual of Historical Literature.* N. Y., Harper & Brothers, 1882.

*Osmond Airy: Books on English History.* London, Simpkins, Marshall & Co., 1886.

*William F. Allen: History Topics for the Use of High Schools and Colleges.* Boston, D. C. Heath & Co., 1886.

*William F. Allen: Reader's Guide to English History.* Boston, Ginn, Heath & Co., 1882.

*H. Courthope Bowen: Descriptive Catalogue of Historical Novels and Tales.* London, Edward Stanford, 1882.

*William E. Foster: References to the History of Presidential Administrations.* N. Y., Society for Political Education, 1885.

*Lynds E. Jones: The Best Reading, Second Series, Priced and Catalogued Bibliography [Current Literature only.]* N. Y., G. P. Putnam's Sons, 1882.

*Charles H. Moore: What to Read and How to Read.* N. Y., D. Appleton & Co., 1875.

*Frederic B. Perkins: The Best Reading.* N. Y., G. P. Putnam's Sons, 1877.

*Noah Porter: Books and Reading.* N. Y., Charles Scribner's Sons, 1881.

*I. A. Spencer: Course of English Reading.* N. Y., James Miller, 1873.

*William G. Sumner, U. E. Foster and others: Political Economy and Political Science. A Priced and Classified Bibliography in the Economic Tracts of the Society for Political Education.* First and Second Series. N. Y., 1881, 1882.

*G. A. F. Van Rhyn: What and How to Read.* New York, D. Appleton & Co., 1875.

The prices of American books now in print may very easily be found in Leypoldt's American Catalogue, N. Y., 1880-1885: it is now out of print and very expensive. Exact titles of American books by authors as far as the letter R may be found in *Sabin's* unfinished *Bibliotheca Americana*, which costs upwards of four hundred dollars,

be made. Where there is a library, it should be drilled into pupils' minds that they do not learn history unless they use it.

If a taste for historical reading is thus formed, it is likely that pupils will read for themselves at home. It is easy to suggest in class, books that illustrate the subject under discussion. It may even be desirable to make out and distribute lists of general readings, parallel with the subject.\* In some schools pupils are encouraged to give the substance of their outside readings in recitation. The free use of books may further be encouraged by clubs and debating societies, and by public discussions.

From the beginning of historical instruction to the end, geography should be made an integral point of the work. No teacher should expect his pupils to understand history without making clear to them the physical features of the country described. Fortunately there are good physical wall maps of most countries; and excellent and cheap little relief maps begin to appear.† When we come to historical geography, there is a dearth of good atlases and maps. *Freeman*, *Andr e* and *Spruner* are expensive, and neglect America; *Rohde's* little atlas is foreign; *Labberton* is not wholly accurate. Whatever atlas may be used, the teacher ought to supplement it by a set of historical maps of his own manufacture. By using outline maps, which may be had on scales large and small for most important countries, and by utilizing the power stored in the minds and fingers of his pupils, the teacher may, in a few years, have a set of unique maps. No topical work is more interesting to the pupil than the preparation of maps. Elaborate drawing-rooms and expensive supplies are not necessary; a few cheap water-colors and brushes, and a roll of outline maps or of stout paper, are all that is necessary; and geography will have a new meaning to the pupil.

The proper teaching of history in the secondary schools calls for no new, complex, or expensive, methods; there ought to be a good text-book for a basis of fact; a good teacher to explain the facts; a good library as a source of facts; and good practice in the use of the library, as a training to the judgment.

BIBLIOGRAPHICAL NOTE.—The titles of many books, pamphlets, and articles on the teaching of history may be found in *Hall and Mansfield's Hints toward a Select and Descriptive Bibliography of Education*, Boston, D. C. Heath & Co., 1886. These gentlemen have

\*Such a list was printed in the May number of THE ACADEMY.

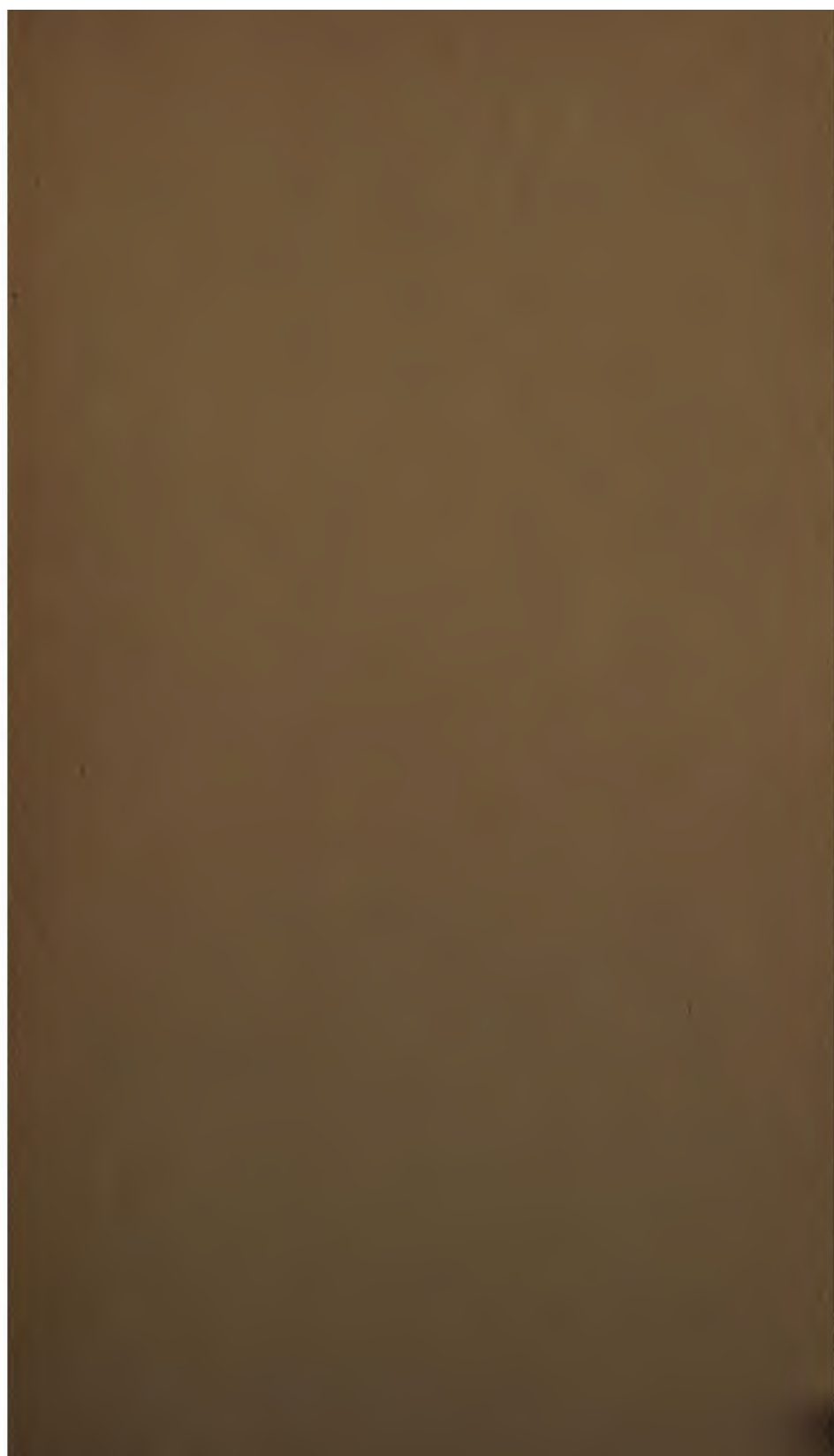
†The Society for the promotion of Christian Knowledge, London, publishes a serviceable little relief map of Europe, and there are numerous German publications, besides *Bevan's* convenient *Royal Relief Atlas*.



added a few words of instructive comment to most of the titles. Recent articles on the subject are to be found in *THE ACADEMY* for June, 1886, in the *Moderator* for May, 1887, and in *Education* for June, 1887. The latter is by *Dr. Francis N. Thorpe*, who has also reprinted from *Education* a pamphlet on *American History in American Schools, Colleges and Universities*. Hints on historical study and historical reading may be found in the *Old South Leaflets* and *Old North Studies in History*, prepared by *Mr. Edwin D. Mead*, in connection with the free popular lectures which he has directed; there are brief hints in *Mr. Geo. L. Fox's Study of Politics in Unity Clubs and Classes*, Chicago, Colegrove Book Co., 1885. *G. Stanley Hall* has also edited a book on *Method of Teaching History*, D. C. Heath & Co., Boston, 1885. Many of the topical outlines contain suggestions.









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